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In 1847 the citizens of Indianapolis voted to establish a system of free public schools. An act of 1867 established separate schools for Negro and white pupils. The legality of this separate schools procedure was tested and upheld several times by court decisions. On March 8, 1949, the Indiana General Assembly passed a bill outlawing segregation in schools of the State. For four years, school assignments for elementary schools were based on residential areas; high schools followed elementary school districts. In 1952, definite school boundaries were established without regard to race.

Under the present policy, no transfers are issued to attend schools outside a student's district unless the student preferring a transfer completes and files a specific form and meets one of the particular conditions approved in the official transfer policy. Teachers in the Indianapolis school system are hired on the bases of training, experience, and references, not on the bases of race, creed, or politics. Promotions to administrative and supervisory positions are made on the basis of merit and, generally, from the ranks of the Indianapolis staff. Since 1949 there has been a steady growth in the number of Negro teachers on the staff. As of September 1963, there were 136 Negro teachers in 27 schools, most of which enroll pupils of both races. There are some schools where Negro teachers are teaching all-white classes. Although there has been no overt attempt to adjust the ratio of Negro to white teachers, statistics reveal that the percentages are in line with census figures for the whole city population.

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A REPORT ON RACIAL INTEGRATION
in the
Indianapolis Public Schools
(Revised Copy - submitted to Board on Jan. 28, 1964)

The following report has been prepared to fulfill a special request for a statement on the policies and procedures used in handling matters of racial integration in the Indianapolis Public Schools. In order to promote a better understanding of the problem, a review of the history, legislation, policies, etc., is presented in the report. All of this background information is essential in obtaining a better perspective of the school system's efforts in developing an effective program of education for all Indianapolis pupils regardless of race, creed or social status. Since the school system does not keep reports on the racial background of pupils and teachers, it has been necessary to devote considerable time to the task of collecting data for this report.

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HISTORY OF RACIAL SEGREGATION
in the
Indianapolis Public Schools

(A portion of this particular topic has been taken from a report prepared for the hearings before the U.S. Commission on Civil Rights held in Indianapolis on March 29 - 30, 1963.)

In 1847 the citizens of Indianapolis voted to establish a system of free public schools and an Act of May 13, 1869 (3 Ind. Stat. 472) established separate schools for Negro pupils. At the beginning of the 1869 school year, Indianapolis established separate elementary schools for Negroes. For 80 years (1869 to 1949), the general policy in the Indianapolis system was the establishment of separate schools for Negro elementary pupils. At no time has there been complete segregation in the elementary schools. A few Negro pupils have always been enrolled in various predominantly white elementary schools. This has been due to their residence in predominantly white neighborhoods.

In 1875-76 three elementary schools (No. 17, 18, 19) were designated by the Indianapolis Board of School Commissioners as schools for Negro pupils. The legality of this procedure for providing separate schools was tested and upheld several times by court decisions:

a. Corey et al v. Carter (48 Indiana, 327)
b. State, Ex Rel. Mitchell v. Gray et al. (93 Ind. 303)
c. State, Ex Rel. v. Grubb, (85 Ind. 213)
d. Greathouse v. Board of School Commissioners of Indianapolis (198 Ind. 95)

Bennett O. Stalvey

An Act of March 5, 1877 - Sec. 3, secured to Negro pupils school privileges and prohibited school officers from denying them such privileges. The Act was amended in 1935 to provide transportation for Negro pupils if they were required to walk a half mile farther to attend a Negro school than they would to attend a school for white pupils.

Before 1927, all Negro pupils attended the regular high schools in the City of Indianapolis. Beginning in September 1927, all Negro high school pupils were assigned to Crispus Attucks High School, which was constructed to accommodate Negro pupils from the three existing high schools. This practice of segregation was continued until 1949 when the Indiana General Assembly outlawed segregated schools.

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Desegregation Procedures Followed By Indianapolis Schools After Repeal of Permissive Segregation Statutes .....

On March 8, 1949, House Bill 242 was approved by the Indiana General Assembly outlawing segregation in schools of the State. Within a few days after the 1949 law was passed, the Board of School Commissioners of Indianapolis in a historic session approved the recommendation of the superintendent to end segregation in the Indianapolis Public Schools.

The Superintendent's recommendation was officially approved on April 12, 1949, and provided that beginning in September, 1949, all pupils entering the elementary schools as beginners were to be assigned to the public school nearest their residence.

The Board also resolved that in each elementary school all 8A pupils who entered the 9B grade in September, 1949, would be assigned to a particular high school on the basis of:

(1) previous registrations of 8A pupils from that district, and
(2) distance from their residence to the high school.

This policy has continued as the basis for pupil high school assignment.

From 1949 to 1952, the policy was continued whereby all elementary pupils were assigned to the elementary school nearest their residence, while all high school pupils were assigned to a high school on the basis of their elementary school districts. In 1952, definite school boundary lines were established without regard to race, color, or creed. Any exceptions to the above school assignment policy have fallen within the policy established by the Board of School Commissioners. The policy is still in operation and is explained in detail under "Transfer of Pupils." (See page 3.)

Integration proceeded year by year and grade by grade; and by September, 1953, complete integration was in effect for all grades.

From 1949 to 1953, only two law suits were filed against the Board of School Commissioners on the issue of pupil transfers. Both cases were decided in favor of the Board's authority over transfers. During the past decade no other suits have been filed which indicates that parents have accepted the principle of assignment on the basis of school district.

From 1953 to September, 1963, there was an optional area from which pupils could attend any one of three schools (No. 26, 33, 38). Beginning with the 1963-64 school year, definite boundary lines were drawn to eliminate this optional area.

POLICY ON TRANSFER OF PUPILS

No transfers are issued to pupils to attend schools outside their districts for the reason of race, color or religion.

In the elementary schools, the neighborhood school policy still prevails. Elementary pupils are assigned to elementary schools on the basis of residence. High school pupil assignments continue to be determined by the elementary school districts.

To prevent any preferential treatment, the transfer policy is strictly enforced. The following reasons have been approved by the Board of School Commissioners for granting possible transfers:

a. When a pupil lives more than two miles from the assigned high school, but nearer another high school.

b. When a pupil has an older brother or sister attending the preferred high school.

c. When another high school is more accessible from the standpoint of transportation; e.g., when a pupil lives on a bus line which goes directly to another high school.

d. When the curriculum in the assigned school does not meet the needs of a particular child; e.g., when a pupil needs to transfer to a school offering vocational work.

e. When the mental or physical health of a child is in danger as certified to by the school physician; e.g., when a child with a cardiac condition needs to be enrolled in a school where elevator service or ramps are provided, thereby eliminating the need for climbing stairs.

f. When it is necessary for a child to take advantage of the special services offered by the school city of Indianapolis at a particular school center; e.g., when a child needs to be enrolled in a school that has a sight saving class.

g. When it would cause undue hardship for a child to attend school in the district where his parents now reside; e.g., when it is definitely established that residence is to be changed to another district within a reasonable length of time.

A pupil desiring to attend a high school other than the one to which he is assigned, shall be given the opportunity to complete and file with the elementary principal a form entitled "Request for Change in High School Assignment".

All requests for change of high school assignment are referred to the assistant superintendent in charge of pupil personnel for approval or disapproval. Therefore, no Negro pupil is transferred to Crispus Attucks High School unless his "Request for Change in High School Assignment" is for one of the basic reasons listed in the above policy established by the Board of School Commissioners. Many Negro pupils requesting transfers to Crispus Attucks High School are refused because their reasons do not conform to the transfer policy.

Wherever there is a large Negro residential population there is a large number of Negro pupils attending the district high school.

(No official record is maintained on the number of Negro pupils in the high schools because the school system does not classify its high school pupils by race. Since the beginning of integration in 1949, no official record has been kept on the number of white and Negro pupils enrolled in the Indianapolis Public Schools. This report is based on a special request for information on the racial problem.)

FACTS PERTAINING TO PUPIL ENROLLMENT AND TEACHING STAFF AS RELATED TO RACE

(Accompanying this operating policy for pupils there has been a steady growth in the integration of the teaching staff. The following report will indicate the progress which has been made during the past decade.)

According to the U.S. Census of 1960, Indianapolis had a total population of 476,258 with 98,049 of the number non-white, or 20.58%. In 1950, the population was 426,945, of which 64,020 were Negro, or 15%.

The total school enrollment as of June, 1963, revealed the following statistics on the number of white and Negro pupils. A breakdown of the annual enrollment report was requested from the schools in order to answer specific questions on school integration.

Total Enrollment
as of
June - 1963

			Increase (for past year)
Total	Elem.	67,417	2,827
	H.S.	23,615	2,020
		91,032	4,847
White	Elem.	47,781	1,395
	H.S.	17,687	943
		65,468	2,338
Negro	Elem.	19,636	1,432
	H.S.	5,928	1,077
		25,564	2,509

All white enrollment	--	31	elem. schools	-	1	high school
All Negro "	--	8	" "	-	1	" "
Mixed "	--	64	" "	-	7	" schools

As far as we can ascertain, a small percentage of the school systems in Indiana employ Negro teachers. (A telephone survey reveals that sixteen Indiana school systems, including Indianapolis, have some Negro teachers on their staffs.) Since the enactment of the 1949 law prohibiting segregated schools, there has been a steady growth in the number of Negro teachers on the staff. The following table indicates the growth:

Total Negro Staff
as of
Sept. - 1963

	Total Number of Teachers	Number of Negro Teachers	Increase for Past Year
Kindergarten Teachers	168	34	2
Elementary Teachers	2,459	566	26
High School Teachers	1,159	144	15
Administrative Staff	248	30	1
School Social Workers	60	11	1
School of Practical Nursing	7	1	0
Total Teacher Staff	4,101	786	45
Per Cent of Total Staff -- Negro Race		19.16%	

Of the 218 positions added to the staff in September, 1963, 45 (or 20.64%) were filled with Negroes.

The following tables are presented to show additional facts on the progress of integration in the schools of Indianapolis --

Growth of Negro Staff

These numbers do not include turnover during year--the numbers represent positions only. This may mean more than one person filling a position during the year.

1949-50	347
1950-51	361
1951-52	361
1952-53	372
1953-54	377
1954-55	399
1955-56	445
1956-57	488
1957-58	527
1958-59	579
1959-60	622
1960-61	637
1961-62	682
1962-63	741
* 1963-64	786

*Distributed in 48 schools

Beginning with the 1951-52 school year, three Negro teachers were assigned to classes of mixed pupils -- white and Negro. Previous to this date, Negro teachers were assigned to all Negro schools. During the 1962-63 school year, 112 Negro teachers were teaching in 27 schools which enrolled pupils of both races. (As of Sept., 1963 we have 136 teachers in 29 schools.) Presently, in some schools Negro teachers are teaching classes composed of all-white pupils. Progress of this kind in a decade cannot be termed static.

Number of schools and departments with mixed teaching staffs:

	Elem.	H.S.
1958-59 ..	17	8
1959-60 ..	20	8
1960-61 ..	22	8
1961-62 ..	22	9
1962-63 ..	25	9
1963-64 ..	21	10

Schools -- 2, 6, 8, 9, 10, 12, 16, 22, 27, 38, 43, 44, 45, 52, 60, 69, 74, 75, 76, 95, 101

All High Schools -- School of Practical Nursing -- School Social Workers -- Instrumental Music Teachers -- Speech and Hearing Therapists -- Juvenile Center -- Administrative Staff

Distribution of White and Negro Pupils in Elementary Schools June - 1963

MIXED ELEMENTARY SCHOOLS 64

20 of 64 schools are predominantly white -- range from 1 to 16 Negro pupils

7 of 64 schools are predominantly Negro -- range from 2 to 15 white pupils

ALL WHITE 31

ALL NEGRO 8

TOTAL ENROLLMENT IN ELEMENTARY SCHOOLS:

	White	Negro	Total
June 1959	45,232	15,774	61,006
June 1960	44,415	16,188	60,603
June 1961	44,733	17,167	61,900
June 1962	46,386	18,204	64,590
June 1963	47,781	19,636	67,417

High School Total Enrollments as reported June 7, 1963

	White	Negro	Total
Arlington	2,458	4	2,462
Technical	3,800	1,299	5,099
Broad Ripple	1,652		1,652
Crispus Attucks		2,353	2,353
Emmerich Manual	2,384	149	2,533
George Washington	2,954	238	3,192
Harry E. Wood	1,048	430	1,478
Shortridge	1,179	1,384	2,563
Thomas Carr Howe	2,029	22	2,051
James E. Roberts	20	1	21
Riley Hospital	77	6	83
Juvenile Center	79	38	117
Central State	3	3	6
Homebound	4	1	5
	17,687	5,928	23,615

Number of Negro teachers in predominantly white schools . . . 58
(over 50% white enrollment as of June 1963)
Schools 2, 6, 8, 9, 12, 16, 22, 27, 52, 74, 75, 95, 101, and 8 high schools

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Number of white teachers in predominantly Negro schools . . . 280
(over 50% Negro enrollment as of June 1963)
Schools 10, 38, 43, 44, 45, 60, 69, 76, CAHS, and SHS

######

In the Adult Education Division, a total of 368 teachers are employed. At the present time, 73 or 19.8% are Negro teachers.

The preceding tables indicate the interest and efforts of the Board of School Commissioners and administration in the orderly program of staff integration which has been carried on since 1949. Although the progress may not be received enthusiastically by all segments of our local community, it denotes one of the best records in the country.

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POLICY FOR THE EMPLOYMENT, PROMOTION TRANSFER, AND ASSIGNMENT OF TEACHERS

For many years Indianapolis teachers have been hired on the basis of training, experience, references, etc., and not on the basis of race, creed or politics. Promotions to administrative and supervisory positions are made on the basis of merit and generally come from the ranks of the Indianapolis staff.

In 1956, the Board of School Commissioners adopted the following criteria for the employment of teachers. The policy governs present-day procedures in staffing the schools. (See the following pages -- 9, 10.)

Criteria for Determining Qualifications of Teachers for Employment in the Indianapolis Public Schools ------

General regulations concerning the employment of teachers for the Indianapolis schools are contained in the following statement of policy adopted by the Board of School Commissioners in 1956:

1. All teachers appointed to the staff of the Indianapolis Public Schools shall hold Indiana certificates for the positions to which they are assigned.

2. Teachers shall not be given regular or permanent contracts unless they possess at least bachelor degrees from institutions recognized by the North Central Association of Colleges and Secondary Schools or reciprocal agencies and approved by the State Department of Public Instruction. Exceptions to this policy may be made for filling certain specialized, vocational and emergency positions if certification is not contingent on a degree.

3. All applications for positions shall be made with the General Superintendent and shall be filed in the office of the assistant superintendent in charge of staff personnel. Complete sets of credentials shall be on file before official action is taken on appointments.

4. Appointees to all administrative and supervisory positions in the school system shall hold at least two degrees which represent a minimum of five years of academic and professional training obtained in accredited institutions. This qualification may be waived in filling certain vocational trade or other positions requiring specialized training.

5. Requirements of the State Department of Public Instruction and the North Central Association of Colleges and Secondary Schools pertaining to the highest possible ratings for high schools shall be adhered to in the selection and appointment of teachers to secondary school positions.

6. In order to enhance the ratings of schools by accrediting agencies, candidates for teaching positions who hold master degrees in their particular areas of work shall be ranked above those holding bachelor degrees providing all other qualifications are equal or above.

7. Prior to appointment to the staff, all applicants for teaching positions shall undergo the required examinations and oral interviews with the personnel division and other administrative and supervisory officers as may be concerned in making recommendations for employment.

8. The office of the personnel service division shall be designated as the depository of official records for all licensed personnel. Such records shall include applications, transcripts of credits, license data, interviews, contracts, salaries, certificates of experience, personal references, ages, evaluations of service, leaves of absence, correspondence, etc.

9. Applications for teaching shall be accepted from citizens of the United States who consider themselves sufficiently qualified to meet the requirements for teaching in the Indianapolis Public Schools.

10. It shall be the policy to fill all positions with the best qualified teachers available. They shall be chosen from a list of eligible candidates whose qualifications have been previously established by the staff. The general superintendent and staff shall judge qualifications on the basis of credentials and other documentary data on file in the personnel office. In the selection and assignment of instructional personnel there shall be no discrimination because of race, color or creed.

11. Candidates shall be ranked for positions according to personality as revealed in interview and references, character, cultural and social background, emotional stability, scholarship, record of financial responsibility, teaching performance (in student teaching or other positions), contributions to community life, ability to get along with children, parents and colleagues, physical health and professional conduct. Special attention shall be given to those personal qualities of a candidate which promote effective learning situations for pupils.

12. Under the direction of the General Superintendent, the personnel service division shall develop and direct a continuous program for the recruitment, assignment, transfer and promotion of teachers to insure a full staff of licensed personnel in the schools at all times. The division shall be responsible for all official communications pertaining to appointment, assignment and dismissal of licensed personnel.

13. Subject to policies and rules of the Board, the General Superintendent and staff shall be responsible for the organization and operation of an effective system of personnel administration for the schools. Procedures and practices shall be designed to promote a desirable distribution of teaching experience in the various schools of the system, and shall be planned for building a long-range and stable program for recruitment and retention of teachers.

14. When not in conflict with law or regulations of the Board, the General Superintendent shall adopt measures which in his judgment are necessary to meet emergencies in supplying personnel for the schools.

Transfer and Assignment of Teachers ----

The transfer and assignment of teachers are responsibilities of the personnel division. Each year a limited number of transfers for members of the teaching staff are considered. Written requests are addressed to the personnel division, stating the reasons for requesting transfers. Elementary teachers who hold master degrees in a particular subject area are given special consideration for transfers to secondary school teaching. This practice assists the school system in fulfilling the requirements for special first-class commissions in the high schools.

Factors considered in the transfer and assignment of teachers are:

1. Available vacancies
2. Years in present position
3. Priority of requests
4. Transportation problem
5. Personal problem
6. Recommendation of principal, supervisor, etc.
7. License requirements
8. Grade level or subject area
9. Evaluation of teaching record
10. Ratio of transfers to total turnover
11. Needs of community
12. Emergency transfers
13. Balancing experience on staff

Although the transfer of a teacher may not be contingent on all of the above factors, it is evident that considerable thinking must go into the final decision about a transfer. It is not possible to accommodate all transfers requested each year. However, over a period of time, many of the requests are approved. When several requests for transfer are received from a single school, approvals will depend on many considerations, including what the transfers will do to the experience factor in the school. No school can be deprived of its fair share of experienced teachers if it is possible to hold them in the positions.

Inner-city schools have undergone the pressure of losing experienced staff members on account of such attractions in the outer districts, as new buildings, shorter distance to travel, culturally advantaged children, and other reasons of equal importance to the teacher. With a short supply of qualified elementary teachers, requests for transfers to inner-city schools will continue to be rare. The arbitrary transfer of teachers to inner-city schools would result in numerous resignations because positions are available in other school corporations. Forcing teachers against their will to accept transfers to schools for the purpose of correcting racial imbalance would impair the development of the whole integration movement. Undoubtedly, such action would generate prejudices which might have a detrimental effect on the morale of the teachers involved.

So far, no requests for transfers into all-Negro schools have been made by white teachers. Every effort is being made to keep the staffs of these schools integrated, but the task is not easy. Last year, Indianapolis lost seventy teachers to other school systems. Although the losses were scattered to many school systems, several of the resignations occurred in the inner-city schools. Many of these are now employed in suburban school districts.

SUMMARY and ANSWERS TO SPECIFIC QUESTIONS

In the foregoing pages a brief summary of racial integration in the Indianapolis school system has been presented. The report has dealt chiefly with the development of the integration program as it relates to pupils and the teaching staff.

Equality in Practices and Procedures

(a) Instructional Supplies -- No evidence can be produced which will show any wide differences among the schools in financial outlays for basic instructional supplies. Textbooks, supplemental materials and other instructional supplies are issued on the basis of the number of pupils enrolled in the school. With about 65% of the schools with mixed enrollments, it would be discriminating against pupils of both races if pupil expenditures for basic instructional materials were applied unequally to schools. The Indianapolis system has never permitted such practices to exist. Even before 1949 when separate schools were operated for Negro and white pupils, a uniform standard of expenditures for instructional supplies was applied to all schools. In individual schools throughout the system, there have been variations in the abilities of parent-teacher organizations to provide supplemental benefits for their particular schools. These advantages are a local concern and do not involve the expenditure of tax funds.

The administration and Board are making an effort to give additional assistance to those schools where special needs must be met. These schools are located in certain areas of the system which may need special consideration to meet their atypical situations.

(b) Teacher Qualifications -- Since 1927 the Indianapolis schools have operated on a single salary schedule for teachers. This means that teachers with the same degree status and years of experience are on identical pay brackets of the salary schedule. The single salary schedule compensates teachers on an equal basis regardless of the school or grade level. Certainly, no credence can be given to any

charge that racial background may determine a teacher's salary. For several years the average salary of teachers at Crispus Attucks H.S. has been one of the highest of the Indianapolis high schools. The training and experience of the teaching staff are factors which account for the high salary level.

All elementary principals are on the basic salary schedule for teachers with a differential for added administrative and supervisory duties. High school principals and assistant superintendents are on a different schedule.

For the past ten or twelve years the Indianapolis school system has been in the same predicament as many other school systems in matching a short supply of well qualified teachers with vacancies. With all school systems in the country growing at a fast pace, Indianapolis has experienced real competition in staffing its schools. During the past five years the increase in the teaching staff has jumped from 3,205 to 4,101 teachers. It is true that many applicants are not employed because of specific requirements for the position, such as license or other qualifications lacking in respect to college training, communicative skill, and general qualifications for the specific vacancy. At the present time there is an abundant supply of applicants in social studies and boys physical education. This particular supply is now running far ahead of our ability to absorb even a small fraction of the applicants. The real needs exist for teachers with qualified elementary licenses and in the subject matter areas of mathematics, science, industrial arts and girls physical education. The fact that an applicant has a license does not mean that he is qualified for every vacancy. (See paragraph 11 of the "Criteria" which is a part of this report -- p. 9)

Also, it is true that the school system has taken applicants with high school licenses in the overcrowded teaching areas and used them on a temporary certificate basis in the elementary schools. The new state regulations, effective in 1963, have restricted the practice to the point that it is almost prohibitive for the average applicant to convert a license to the elementary field. Although high school applicants have licenses in certain subject matter areas, many of them have a minimum or restricted number of credit hours which may not qualify them for a position in one of our Indianapolis high schools. To meet commission standards, a majority of the staff must have two degrees. The entire problem of obtaining a sufficient number of qualified teachers is acute. It would be unfair to give preferential treatment to any applicant because of his race or creed. There are many white as well as Negro applicants who are seeking positions. Eventually, many of these who may be in the category of the marginally qualified later correct deficiencies and are employed. This applies to both races.

Upon request, the personnel office has made this statement on the employment of Negro teachers in the high schools:

> .... Well qualified, certified Negro teachers are not available in sufficient quantity to meet our needs. Except in the subject areas of men's physical education and social studies this condition has prevailed for all high schools, including Crispus Attucks High School.
>
> Placement officials at all major Indiana colleges and universities are called on often to refer Negro teachers for specific high school vacancies. In the majority of instances, they are unable to do so.
>
> Teacher calibre Negro students should be encouraged to prepare for teaching in our public schools. However, they should be made fully aware that for all teachers seeking employment, the two areas--men's physical education and social studies--are overcrowded and that elementary teachers are in short supply.

(c) Building Facilities -- To present facts concerning the construction of new buildings and classrooms in districts which have all Negro enrollments or have a large percentage of Negro pupils, the following table has been prepared. The schools listed have all Negro enrollments or have a large percentage of Negro pupils.

School	Year of Construction	Cost of New Bldg. or Addition	Total Cost
4	1953 -- New Bldg.	$ 695,490	$
"	1959 -- Addition	293,410	988,900
23	1958 -- "	231,584	231,584
26	1950 -- "	273,939	273,939
29	1956 -- "	210,508	210,508
32	1958 -- "	333,000	333,000
36	1959 -- "	435,000	435,000
37	1956 -- "	235,000	235,000
41	1961 -- "	445,000	445,000
42	1959 -- "	240,000	240,000
43	1960 -- "	290,000	290,000
44	1960 -- "	180,000	180,000
56	1952 -- "	317,223	
"	1961 -- "	102,668	419,891
63	1958 -- "	147,000	147,000
64	1953 -- New Bldg.	482,658	
"	1957 -- Addition	103,000	
"	1962 -- "	185,692	771,350
	Total		$ 5,201,172

In addition to this list, expenditures have been made on other buildings which enroll both Negro and white pupils. School improvements are in the planning stage for the following high schools which have many Negro pupils enrolled (page 7).

	Estimated Cost
Crispus Attucks	$ 2,000,000
Arsenal Technical	1,325,000
Harry E. Wood	1,400,000
Shortridge	616,584
Lighting, 5 high schools	700,000
	$ 6,041,584

During the past year several major improvements were completed for Crispus Attucks. Expenditures for re-roofing, floor covering, etc., reached $25,600 General maintenance expenditures amounted to $11,711. The new addition which will be started early in 1964 will provide for a new cafeteria, music rooms and gymnasium.

At Arsenal Technical H.S. plans for a new cafeteria, auditorium and music department are being developed. The first addition will provide a new cafeteria with additional classrooms. At the Harry E. Wood H.S. a new gymnasium and classrooms will be constructed; and Shortridge H.S will receive a new addition for industrial arts.

All of these improvements have been needed for a long time. However, funds had to be diverted to the construction of additional classrcoms in the elementary schools. The rapid expansion of the City's boundaries by annexation has caused a severe strain on the ability of the Board of School Commissioners to cope with a regular schedule of improvements in the high schools. From the foregoing facts, it should be quite clear that the Board of School Commissioners and the administration have been striving to provide the necessary school facilities for all children in all districts regardless of race.

(d) School District Policy -- Although there are many viewpoints held on the neighborhood school policy in effect in cities throughout the nation, the Indianapolis system has been operating on the district basis since segregation was outlawed by the state legislature in 1949. Under current policy, an Indianapolis pupil must attend the school within his district unless granted a transfer in accordance with the regulations outlined in the foregoing pages.

Courts have confirmed the authority of school boards to set district boundaries as long as no attempt is made to exclude or include pupils in districts for racial reasons. Recently, a decision was rendered by the U.S. Court of Appeals for the Seventh Circuit in the case of Bell v. School City of Gary, Ind., 324 F. 2d 209 which further supports the power of school boards to create school districts.

The Board's legal counsel has summarized the decision in the case as follows:

> ...The plaintiffs in this case sought an injunction against the School City of Gary to require the School City to stop "operating and providing racially segregated public schools * * *." The evidence showed that the School City had "consistently followed the policy (of) requiring students to attend the school designated to serve the district in which they live regardless of race." In the light of evidence, the Ccurt held that no federal constitutional right of the plaintiffs had been violated, since the Federal Constitution does not mean that there must be intermingling of races in all public schools, but only that the races may not be prevented from going to public schools together because of race or color. The Court of Appeals quoted, with approval, the following language of the District Judge before whom the case was originally tried: " * * * I have seen nothing in the many cases dealing with the segregation problem which leads me to believe that the law requires that a school system developed on the neighborhood school plan, honestly and conscientiously constructed with no intention or purpose to segregate the races, must be destroyed or abandoned because the resulting effect is to have a racial imbalance in certain schools * * *."

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Summary Statement --

Although there has been no overt attempt to adjust the ratio of Negro to white teachers in the Indianapolis public schools, the statistics presented in this report reveal that the percentages are in line with the census figures for the whole population of the City. The administration has complete knowledge of the arguments for a more rapid development of the inter-racial composition of the schools. In assessing the total progress of school integration, a comparison between conditions of ten years ago with today's record is most revealing. It is hoped that future Boards and Superintendents will continue to follow a consistent integration policy which will make the next ten-year period as productive as the past ten years. There is no magic formula in the process because of the variety of human factors to deal with in achieving the desired goals. Everybody is a partner in this undertaking and with patient understanding there should be no cause for any major anxiety about our success in the future.

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Our appreciation is extended to all of those teachers both Negro and white who have helped blaze the trail for the orderly start of a nationally recognized program of school integration. Likewise, our

thanks are extended to many citizens of the City who from time to time have rendered valuable judgments on the operation of the program. None of us can escape our responsibility for contributing something worthwhile to the climate in which we expect to achieve our goals.

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ADDENDUM --

Reports from 16 of the large school systems in Indiana disclose that approximately 10,394 white teachers and 1,167 Negro teachers are employed in those corporations. These figures are exclusive of the Indianapolis system which has 3,315 white teachers and 786 Negro teachers on its staff. The total enrollment in the sixteen schools reporting is 286,608 pupils.

Geo. F. Ostheimer
Superintendent of Schools

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Jan. 28, 1964